

P E R F O R M I N G A R T S



PERFORMING ARTS

TELEVISION CRAFTS

12

22A, 22B, 22C

32A, 32B, 32C

Interim Edition

1973

Department of Education

Government of Alberta

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A C K N O W L E D G M E N T S

The Department of Education acknowledges with appreciation the contribution of the following teachers in the preparation of this guide.

PERFORMING ARTS

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NOTE: This Curriculum Guide is a service publication only. The Senior High School Program of Studies contains the official statement concerning Industrial Education Programs. The information contained in the Guide is prescriptive insofar as it duplicates that contained in the Program of Studies. There are in the Guide, however, as well as content, methods of developing the concepts, suggestions for the use of teaching aids and lists of additional reference books.

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I. INDUSTRIAL EDUCATION

Industrial Education is a program consisting of courses which provide a continuum of experiences, starting with exploratory activities in the junior high school and expanding in the high school to the development of skills related to career fields. This development of the student's skills is planned for through courses in Industrial Arts and Vocational Education culminating in on-the-job work experience, or entry into a job or post-high school institution for further education.

The program consists of courses ranging from those designed for an exploration of the technologies and trade areas to units of practical preparation for a career. In the process, the courses develop the student's knowledge of himself, his talents and his skills.

The Industrial Education course "guides" provide the teacher with an outline of the topics, generalizations and concepts selected as most relevant for the physical and mental development of the students and the logical development of the subject area in accordance with the resources of the school in both teaching personnel and facilities.

The Guide leaves much scope for the teacher to develop content related to the topics, especially in writing behavioral objectives describing specific changes in student behavior anticipated from the learning tasks.

It is expected that each school district will develop a program of Industrial Education appropriate to the fulfilment of the needs of its student clientele.

II. OBJECTIVES

A. Industrial Education Objectives

The general objectives of Industrial Education complement the aims and objectives of the secondary school. The objectives of Industrial Education are to:

1. Develop basic competencies both academically and in work skills in order to enter either a job or a post-high school institution for further education.
2. Provide courses that serve as a vehicle in helping students relate their academic knowledge to vocational competencies.

3. Provide the curriculum content for students to develop fundamental tool and procedural skills which prepare them to enter a family of occupations.
4. Provide the environment whereby students may develop sound attitudes and habits of work.

B. Performing Arts Career Field Objectives

The Performing Arts Career Field should:

1. Provide professional training for students with a vocational or strong avocational interest in the theatre arts and/or broadcasting crafts as a base for employment or further study.
 2. Develop in the student a sense of theatre and broadcasting ethics, obligations, responsibilities, and discipline.
 3. Foster a professional and creative attitude to theatre and broadcasting activities.
- C. Major Area of Study Objectives

The specific objectives of the major area of study such as Performing Arts, must be developed by the teacher in harmony with the stated objectives of the Career Field, the Industrial Education program and the Secondary School goals.

III. EVALUATION

Evaluation of student growth should be based on stated behavioral changes and specific criteria understood by the students. Allowance should be made for both self and teacher evaluation and in some cases peer evaluation. Evaluation should further be based on the three domains of learning as defined by an Alberta committee of Industrial Education teachers. Their categories are as follows:

- a. Verbal and Written Communication
- b. Personal Growth
- c. Manipulative Skills



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IV. ORGANIZATION

A. Guide Organization

The course Guides are developed on the following pattern:

1. Topic: Each course is subdivided into a number of topics.
2. Generalization: The main generalization or "big" idea that students should learn follows each topic.
3. Concepts: The concepts divide the topic into the teaching components. They give more direction on specific areas that should be studied.
4. Behavioral Objectives: These describe specific changes in student behavior objectives. It is the responsibility of the teacher to develop as many behavioral objectives as he can teach in the time available.
5. Suggested Activities: A few suggestions are made as to the types of activities that could be used to achieve the behavioral objectives.
6. Resource Materials: This column suggests where materials may be obtained.

B. Program Organization

1. Program Description

The Performing Arts and Television Crafts modules offer students an opportunity to follow one of three routes: Performance, Stage Technology, or Radio/Television Operations. These routes are outlined under the next section: "Program Major Organization". Students will learn the basics of a broad range of activities in their chosen route and have the opportunity to pursue their particular interests in depth. In the process, they will learn about the various jobs, opportunities, and practices in the theatre and broadcasting fields.



2. Program Major Organization

The major consists of seven five-credit modules. Entry into the major is through Drama 10 or Performing Arts 12. Following the grade ten level, students may choose any one of three routes as outlined below:

- a. Performance: P.A. 22A, 22B, 22C, 32A, 32B, 32C
- b. Stage Technology: T.V.C. 22A, 22B, 22C, P.A. 32A, 32B, 32C
and one or both of Drafting and Fashion & Fabrics. (One of these may be substituted for T.V.C. 22C)
- c. Radio/Television Operations: T.V.C. 22A, 22B, 22C, 32A, 32B, 32C

N.B. It must be emphasized that these modules are intended to be cyclical in nature and are not necessarily to be taught sequentially or completely separately. As will be noted on the chart, page 5, any of the modules connected directly by line to the grade ten course may be entered directly.

The 32C module in both the Performing Arts and Television Crafts courses is open to the choice of the individual student to:

- a. Provide greater depth to a module already taken
- or
- b. Undertake a project in the field under the direct supervision of the instructor.

In addition to the modules set out in the major, the student may select modules designated as minors. These are normally the first level or introductory course of the area, e.g. Drafting would be Drafting 12. Students may find some of the courses in the listed related fields beneficial to their career program development. They are encouraged to take them even though these related courses are not supported by special grants.

Some students may take only a few modules in a major area as a supplement to their academic program or they may broaden their selection to other career fields. The scope of the Industrial Education Program allows the flexibility necessary for the program to be tailored to meet the interests and needs of the individual class or student.

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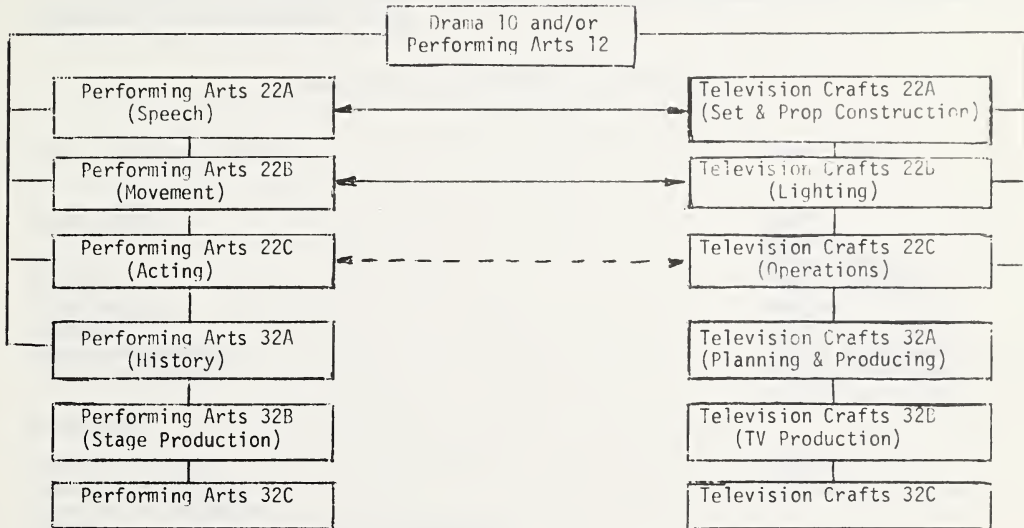
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CAREER FIELD

PERFORMING ARTS

Minors

Drafting
Fashion and Fabrics
Television Crafts
Electricity
Commercial Art
Building Construction

Minors

Electronics
Electricity
Building Construction
Drafting
Welding
Commercial Art

Related

Music
Art
Arts and Crafts
Typing
General Technology



V. CAREER OPPORTUNITIES

Performing Arts is a program designed to give students proficiency in a number of theatre occupations, thereby enabling direct entry into employment in this field or a sound foundation for more advanced study.

Performing Arts 12/22/32 (35 Credits)

Post High School Studies

Career Entry

Drama School

Actor
Director
Stage Manager
Designer
Theatre Management
Public Relations

Actor
Director
Stage Manager
Stage Technician
Designer
Theatre Management
Public Relations
TV/Radio Performer
Recreation Worker

University

Bachelor of Arts
Bachelor of Science
Bachelor of Education
Bachelor of Physical Education (Recreation)
Bachelor of Music

Teacher
Recreation Director



VI. PERFORMING ARTS

1. Performing Arts 12



INTRODUCTION

The general objective of this course is to offer the student a sampling of the type of work to be found in the technical aspects of stage and television, and thus, give the student the knowledge necessary to make an informed decision about further studies.

The Performing Arts 12 course is a 5-credit course.

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REFERENCES

The following list of references is applicable to both programs; Performing Arts and Television Crafts.

NOTE: Asterisk indicates primary reference.

ACTING

- * Blunt, Jerry. *The Composite Art of Acting*. The Macmillan Company, New York, 1966.
- Dow, Marguerite R. *The Magic Mask*. The Macmillan Company, Toronto, 1966.
- Schreck, Everett M. *Principles and Styles of Acting*. Addison-Wesley, Don Mills, Ontario, 1970.
- Spolin, Viola. *Improvisation for the Theatre*. Northwestern University Press, Evanston, Ill., 1963.

DIRECTING

- * Dean, Alexander & L. Carra. *Fundamentals of Play Directing*. (Revised) Holt, Rinehart & Winston, New York, 1965.
- Dietrich, John. *Play Direction*. Prentice-Hall, Inc., Englewood Cliffs, N.J., 1960.
- Welker, David. *Theatrical Direction - The Basic Techniques*. Allyn & Bacon, Boston, 1971.

DESIGN

- * Gillette, A.S. *An Introduction to Scenic Design*. Harper & Row, New York, 1967.
- Philippi, Herbert. *Stagecraft and Scenic Design*. Houghton Mifflin, Boston, 1953.

MAKEUP

- * Buchman, Herman. *Stage Makeup*. Watson-Guption, New York, 1972.
- Corson, Richard. *Stage Makeup*. Appleton-Century-Crofts, New York, 1967.
- Perrotte, Phillipe. *Practical Stage Makeup*. Reinhold Book Corporation, New York, 1967.

SPEECH

- * Lee, Charlotte, I. *Oral Interpretation*. (4th Edition). Houghton Mifflin, Boston, 1971.

Also a good phonetic dictionary of the teacher's choice.

HISTORY

- * Brockett, Oscar G. *The Theatre - An Introduction*. (2nd Edition). Holt, Rinehart & Winston, New York, 1969.

STAGE PRODUCTION

- * Gruver, Bert. *The Stage Managers Handbook*. Drama Book Specialists, New York, 1972.
- Neelms, Henning. *Play Production*. Barnes & Noble (College Outline Series), New York, 1958.

STAGECRAFT

- * Burris-Meyer, Harold & Edward C. Cole. *Scenery for the Theatre*. Little, Brown & Co., Toronto, 1971.
- Gillette, A. S. *Stage Scenery - Its Construction & Rigging*. Harper & Row, New York, 1959.
- Parker, Oren. *Sceno-Graphic Techniques*. Carnegie-Melon University, Pittsburg, 1969.
- Parker, Oren & Harvey Smith. *Scene Design & Stage Lighting*. Holt, Rinehart & Winston, Toronto, 1963.
- Selden, Samuel & Hunton Sellman. *Stage Scenery and Lighting*. Appleton-Century-Crofts, New York, 1959.

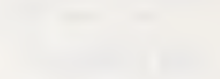
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- Millerson, Gerald. *The Techniques of Television Production*. Communication Arts Books, Hastings House, New York, 1968.
- Stasheff, Edward & Rudy Bretz. *The Television Program - Its Direction and Production*. Hill & Wang, New York, 1968.

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Willis, Edgar E. *Writing Television and Radio Programs*. Holt, Rinehart & Winston, New York, 1967.

* Zettl, Herbert. *Television Production Handbook*. Wadsworth Publishing, Belmont, Calif., 1970.

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Topic I: CAREER FIELD STUDY

Major: Performing Arts

Generalization A: There are many occupations and activities within and related to the career fields of stage technology and television.

Course: Performing Arts 12

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Career Field Occupations		<p>The student will:</p> <ol style="list-style-type: none">make a list of the wide variety of crafts and activities in theatre and television.discuss the training required for entry into these occupations.list the courses available in the secondary school in this career field.list the employment opportunities in the career field.discuss the kinds of unions in this field and their influence on working conditions.	<p>Lecture Discussion Field Trips Audio-visual Materials</p>	

Notes:



Generalization B: Through the proper use of tools the work of the technician is accomplished.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Drafting		<p>The student will:</p> <ul style="list-style-type: none"> a. learn the use and care of the basic drafting instruments. b. execute simple scale drawings: e.g. basic light plot, basic electrical schematic drawing. 	<p>Lecture Demonstration</p> <p>Project</p>	
2. Hand Tools		<ul style="list-style-type: none"> a. the use and care of basic carpenter's hand tools. b. use these tools in simple projects. 		
3. Power Tools		<ul style="list-style-type: none"> a. learn the use, care, and safety precautions of the stage shop power tools. 		

Notes:

1900-1901
The following is a list of the names of the persons who have been elected to the office of the President of the United States since the year 1789.

Year	President	Party
1789	George Washington	None
1792	John Adams	Federalist
1796	John Adams	Federalist
1800	Thomas Jefferson	Democratic-Republican
1804	Thomas Jefferson	Democratic-Republican
1808	James Madison	Democratic-Republican
1812	James Madison	Democratic-Republican
1816	James Monroe	Democratic-Republican
1820	James Monroe	Democratic-Republican
1824	Andrew Jackson	Democratic-Republican
1828	Andrew Jackson	Democratic-Republican
1832	Andrew Jackson	Democratic-Republican
1836	Martin Van Buren	Democratic-Republican
1840	William Henry Harrison	Whig
1844	James K. Polk	Democratic-Republican
1848	Franklin Pierce	Democratic-Republican
1852	Franklin Pierce	Democratic-Republican
1856	James Buchanan	Democratic-Republican
1860	Abraham Lincoln	Republican
1864	Abraham Lincoln	Republican
1868	Ulysses S. Grant	Republican
1872	Ulysses S. Grant	Republican
1876	Rutherford B. Hayes	Republican
1880	James A. Garfield	Republican
1884	James A. Garfield	Republican
1888	Benjamin Harrison	Republican
1892	Benjamin Harrison	Republican
1896	William McKinley	Republican
1900	William McKinley	Republican

Generalization C: Stage settings are constructed in accordance with basic established patterns.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. The Flat		The student will: a. execute a scale drawing of a standard flat. b. build a flat.		
2. Steps and Platforms.		a. build a framed, three-dimensional structure.		
3. Draperies		a. learn the proper procedures for rigging drapes: folding, knots, weighting, etc.		

Notes:

Generalization D: Television production involves the skills of a number of different participants.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Control Room Procedures		<p>The student will:</p> <p>a. operate control room equipment:</p> <ul style="list-style-type: none"> - switcher - audio panel - remote control camera - video tape recorder - tele-cine chain 		
2. Studio Procedures		<p>a. operate studio equipment according to correct procedures:</p> <ul style="list-style-type: none"> - camera - graphics - floor management - microphones - lighting 		
3. Production Procedures		<p>a. become familiar with:</p> <ul style="list-style-type: none"> - chain of command - calls - responsibilities - production format 		

Notes:

VI. PERFORMING ARTS

2. Performing Arts 22A



INTRODUCTION

Performing Arts 22A, B and C may be taught as independent courses or combined to provide a larger block of time.

REFERENCES

References are as listed for Performing Arts 12.



Topic I: THEATRE SPEECH

Major: Performing Arts

Generalization A: Clear, expressive, flexible speech is basic to professional oral communication.Course: Performing Arts 22A
(Speech)

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Anatomy of Speech Mechanism		The student will: a. perform exercises in: - breathing - tone production - articulation - projection	Through discussion, demonstration and exercises, the student will gain mastery over his vocal production.	
2. Interpretation of Prose		a. rehearse and perform: - solo prose selections - duet scenes		
3. Interpretation of Poetry		a. perform exercises in: - phrasing - tonal color - poetry analysis b. rehearse and perform poetry selections.		
4. Dialects		a. become familiar with phonetic usage. b. rehearse dialect exercises.	Records, films, tapes	

Notes:

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resource
5. Readers Theatre		<p>The student will:</p> <ul style="list-style-type: none"> c. rehearse and perform scenes in dialect. a. rehearse and perform Readers Theatre selections. b. rehearse and performs radio plays. 		

Notes:

VI. PERFORMING ARTS

3. Performing Arts 22B

Topic I: STAGE MOVEMENT

Major: Performing Arts

Generalization A: A strong, flexible, expressive body is required of the actor.Course: Performing Arts 22B
(Stage Movement)

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Stage Technique		The student will: a. learn and drill in accepted stage techniques in: - crossing - sitting - falling - entering and exiting - gesturing	Teacher and self directed exercises	
2. Exercises		a. perform accompanied and free exercises to develop: - flexibility - control - strength		
3. Creative Movement & Dance		a. perform creative movement to music. b. perform dance drama. c. learn and do modern dance exercises.		

Notes:

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
4. Fencing		<p>The student will:</p> <ul style="list-style-type: none"> a. do basic exercises in either foil or sabre to the degree of proficiency set by the teacher. b. perform stage fencing routines. 		
5. Pantomime		<ul style="list-style-type: none"> a. perform basic exercises in mime technique. b. rehearse and perform mime scenes. 		

Notes:

VI. PERFORMING ARTS

4. Performing Arts 22C

Topic I: ACTING

Major: Performing Arts

Generalization A: Acting is a complex activity involving the interpretation of an author's material and the creative imagination and disciplined skills of the actor.

Course: Performing Arts 22C
(Acting)

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Script Analysis		<p>The student will:</p> <ul style="list-style-type: none"> a. study play structure. b. analyze and discuss a number of plays, both one act and full length, with attention to plot structure, character relationships, and style. 	Discussion, demonstration and individual study of references.	
2. Character Analysis		<ul style="list-style-type: none"> a. study the various approaches to the analysis of character. b. explore the use of gesture and voice in character portrayal. c. perform scenes and plays with special attention to character delineation. 		
3. Improvisation		<ul style="list-style-type: none"> a. perform exercises in improvisation, solo and in groups. 		
4. Performance Exploration		<ul style="list-style-type: none"> a. rehearse and perform a variety of scenes, solo and group, to explore characterization problems. 		

Notes:

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
5. Radio and Television Acting		<p>The student will:</p> <ul style="list-style-type: none"> b. rehearse and perform one act plays. a. work with various types of microphones. b. gain experience in: <ul style="list-style-type: none"> - reading commercials - news reading - interviews - dramatics presentations c. gain experience in various types of television productions: <ul style="list-style-type: none"> - panels - commercials - scripted and unscripted - drama 		
6. Stylistic Acting		<ul style="list-style-type: none"> a. examine and practice the principal historical styles, e.g. Shakespeare, Restoration, Greek, etc. 		

Notes:

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
7. Makeup		<p>The student will:</p> <ul style="list-style-type: none"> b. examine and practise the principal modern styles, e.g. Realism, Impressionism, Expressionism, presentational, representational, etc. a. learn the theory and application of various types of makeup. 	Exercises and practice	

Notes:

VI. PERFORMING ARTS

5. Performing Arts 32A

INTRODUCTION

Performing Arts 32A, B. and C may be taught as individual courses or combined in blocks of 10 or 15 credits. Another variation is to include a module from the Television Crafts series.

References

References are as listed under Performing Arts 12.

Topic 1: HISTORY OF THE THEATRE

Major: Performing Arts

Generalization A: Our modern theatre is the result of a centuries-long development of man's attempt to express himself about the human condition through theatrical means.

Course: Performing Arts 32A
(History of Theatre)

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Development of Play-writing		<p>The student will:</p> <p>a. gain a knowledge of the following periods of theatre development and authors:</p> <ul style="list-style-type: none"> - Greek and Roman - Medieval - English Renaissance - Shakespeare - English Restoration - Post-Restoration - Moliere - 19th Century England - Ibsen - Russian realists and naturalists - Shaw - 20th Century Comedy of manners e.g. Wilde, Coward, Barrie, etc. - Expressionism - Theatre of the Grotesque (Pirandello) - French Impressionism - American realism: O'Neill, Odets, Rice, etc. 	Reading, reports, films, recordings, video tapes, performance of scenes, demonstrations	

Notes:

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
2. Development of the Physical Theatre		<p>The student will:</p> <ul style="list-style-type: none"> - Post realism: Miller, Williams - Romantic Impressionism: Molnar, Maeterlinch - Epic Theatre - Existentialism - Theatre of the Absurd <p>a. survey by means of study, reports, and projects the development of theatres and staging techniques from the Greeks to modern times.</p>		
3. History of Costume		<p>a. become familiar with the silhouettes and principal styles, male and female, of the principal historical periods.</p>		
4. The Development of Theatre Operations		<p>a. describe the development of producing organization and techniques with a strong emphasis on the modern practices in the areas of:</p> <ul style="list-style-type: none"> - scenery - properties - costumes - sound - stage management 		

Notes:

VI. PERFORMING ARTS

6. Performing Arts 32B

Topic I: STAGE PRODUCTION

Major: Performing Arts

Generalization A: Theatre is a group, team-oriented activity and can only be grasped by participation in live productions.

Course: Performing Arts 320
(Stage Production)

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. One Act Play Production		<p>The student will:</p> <p>a. gain as wide an experience as possible in the following areas:</p> <ul style="list-style-type: none"> - acting - assistant directing - front of house management - back stage crew management 	Working under actual production conditions before live audiences.	
2. Full-length Play Production		<p>a. participate in the production of a full length play (or plays) in any of the capacities listed above.</p>		

Notes:

VI. PERFORMING ARTS

7. Performing Arts 32C

PERFORMING ARTS 32C

The 32C module in Performing Arts is unstructured in order to give the student an opportunity to:

- a. provide time for a greater depth study of a topic previously taken in the course
- b. undertake a project in the field under the direct supervision of the teacher.

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